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ABSTRACT

Established during the 1970-71 school year, Ramah Navajo High School's original objectives were to: provide secondary schooling for Navajo students in the community of Ramah, establish the Navajo community as the school's decision-making body, emphasize Navajo culture in a general academic program, and become educational leaders for the entire Navajo people. On May 24 and 25, 1972, a general on-site evaluation was conducted. Evaluation objectives were to: examine the documented basis on which the project was approved and funded in terms of the original proposal and contract, program and project objectives, and performance criteria as reflected in the proposal and contract; evaluate the 1971-72 school year program; and provide formative evaluation data on which to make effective and efficient planning decisions for the 1972-73 contract year. The evaluation was conducted within the following categories: needs assessment and establishment of overall objectives, administration, staffing, student and program data, materials, facility and support services, and community support and involvement. It was found that impressive progress was made toward their objectives. This progress was observable in many aspects of the community and school, but most significant was the fact that together the Board and school administration were making rational and informed decisions toward systematically improving the educational programs for Ramah youth. (NQ)

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RESEARCH AND EVALUATION REPORT SERIES NO. 05-A

RAMAH NAVAJO HIGH SCHOOL
EVALUATION - 1971-72

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MAY 1975

RAMAH EVALUATION REPORT

Introduction:

Background

In accordance with the terms of contract number 861M0014200861 between Ramah Navajo School Board, Inc. and the Bureau of Indian Affairs, Office of Education Programs, a general evaluation was conducted on site at Ramah, New Mexico, on May 24 and May 25, 1972.

While the contract specified (section 104) that three evaluations were to be conducted during the course of the 1971-72 school year, the first two evaluations were not performed for several reasons, among which was the fact that the responsibility for coordinating the task had not been assigned by the contracting office of the BIA. This was done in April, 1972, when the Division of Evaluation and Program Review was asked to act for the Contracting Office in the evaluation of the several contracted schools. The Ramah Navajo School Board and the Director of Ramah Navajo High School, in a preliminary meeting with Division of Evaluation Representatives, expressed the hope that evaluation will begin during the coming year (1972-73) early enough to help provide them with information they will need as decision-makers to continue to assess the validity of their objectives and to manage their programs toward meeting those objectives. The Division representatives gave assurance of their intent to meet those commitments.

Approach

Initial contacts were made by telephone between the Division of Evaluation, the Contracting Officer's Representative (COR), Mr. Earl Webb, of the Albuquerque Area Office of the BIA, and Mr. Abe Plummer, Director of Ramah Navajo High School. It was agreed that an initial planning meeting should be held at the school in order to establish the objectives for the evaluation, to determine the makeup of the evaluation team, and to set the time and place for the evaluation.

Planning Meeting

The planning meeting took place at the Ramah Navajo High School on Monday, May 15, in the office of the Director. In attendance were:

Board Members----Mr. Chavez Coho, President
Mrs. Bertha Lorenzo, Vice President
Mrs. Bessie Begay, Secretary
Mr. Sam Martinez

RNHS Director, Mr. Abe Plummer

Contracting Officer's Representative, Mr. Earl Webb

Representatives of the Division of Evaluation and Program Review, Office of Education Programs, BIA, Albuquerque--
Mrs. Katherine Red-Corn Dumont
Dr. Paul R. Streiff

It was agreed that the evaluation of the Ramah Navajo High School would take place on May 25 and 26 at the school site in Ramah, New Mexico, and that an exit interview report to the school board and administration

would be scheduled for Monday, June 5, 1972 at the school.

In accordance with the contract provisions, three parties were named to the evaluation team, as follows:

1) For the contractor:
   a. Mr. Abe Plummer
   b. Board members: Mr. Chavez Coho, Mrs. Bertha Lorenzo, and Mr. Sam Martinez.
2) For the Contracting Office: (Represented by the Division of Evaluation and Program Review)
   a. Mrs. Katherine Dumont
   b. Dr. Paul R. Streiff
3) A mutually acceptable third party:
   a. Professor James Cooper, School of Education, University of New Mexico, Albuquerque, N.M.

Objectives of the Evaluation

The planning meeting established three major objectives for the evaluation task:

1) To examine together the documented basis on which the project was approved and funded, and on which it has operated to date, in terms of:
   a. The original proposal and contract.
   b. Program and project objectives as reflected in those documents.

c. Performance criteria as reflected in those documents.

2) To conduct an evaluation of the program as conducted during the 1971-72 school year.

3) To provide formative evaluation information on which effective and efficient planning decisions for the 1972-73 contract year may be made systematically.

It was further agreed that the evaluation team would undertake its task within the following categories:

A. Needs Assessment and establishment of overall objectives.

B. Administration:

1. The Board
   a. Internal Organization
   b. Decision-making responsibility and authority.
   c. Relationship to the community.
   d. Clarity of relationship to the school administration.
2. The Administration as school and program management for the board.
3. a. Formal Organizational Structure.
   b. Staff and line relationships.
   c. Job Descriptions.
   d. General Administrative policies.

C. Staffing

1. Staffing procedures and general personnel administration.
2. Appropriateness of staffing to program objectives.
3. Qualifications and certification.

D. Student Data.

E. Program Data.

F. Materials.

G. Facility and Support Services. (including transportation and food.)

H. Community Support and involvement.

I. Needs Assessment and establishment of overall objectives.

The 1970-71 school year saw the establishing of Ramah Navajo High School. The year was marked by an extremely late start due to funding delays and other hurdles, and many complex problems were encountered in the first efforts to establish a new school and new programs. The entire administrative structure changed before the beginning of the second year, 1971-72, and the board and administration feels that a great deal of progress has been made in this relatively short time.

Initially, according to the record (Ramah Navajo School Board, 1972), the chief objective of the Navajo people at Ramah was to establish a high school in the community to serve the needs of the Ramah Navajo young people. The State of New Mexico closed the school in 1968, and the Ramah Navajo people were unsuccessful in legal action to have it reopened. As a result, no local high school was available during the years 1968 to 1970. The Navajo community acted to establish RNHS after the failure of their suit against the state.

In a statement on school objectives the elected Navajo School Board wrote:

> The school is a model of Navajo self-determination. The primary objective is to provide students with basic academic skills, with an in-depth orientation of Navajo thought and ways, and to acquaint them with a liberal arts program. It is an experimental alternative to Bureau and Public education.

The school board and the Director of RNHS explain that the term "experimental alternative" refers to the fact that the entire program emphasizes the need to design programs especially for Navajo students. It does not indicate something transitory, which could be the interpretation of some readers.

The original objectives, then, for the establishment of Ramah Navajo High School, were:

1. To provide secondary schooling for Navajo students in the community of Ramah.
2. To establish the Navajo community as the decision-making body for the school.
3. To emphasize Navajo culture in a general academic program.
4. To become educational leaders for the entire Navajo people.

On April 15, 1971, the Ramah Navajo School Board approved a statement of philosophy for the establishment of Ramah Navajo High School which also included nine statements of goals. These read as follows:

PHILOSOPHY

Throughout the history of Ramah, New Mexico, we have always lacked formal education. That is why we have always depended upon others to help us survive. We have lacked the means to become truly self-sufficient and strong. Education provides that strength which even today we do not have in Ramah.

The community of Ramah elected us to start something for their children, something which will stop this unending cycle of despair. We want to end it now, for the sake of our children and generations to come.

This is why we want to see this school begin and grow--to help bring about the kind of education which will develop strong leaders of our people---Navajos with a strong sense of pride in their Navajo ways, Navajos who can move confidently in all worlds, Navajos who will become leaders in all fields of endeavor. That is why we work now to see this school become a reality.

Mrs. Bertha Lorenzo

GOALS

1. We want a school which will help us retain the best elements of our Navajo traditions to meld them with the best of the Anglo world.

2. We want a school which will help us create new cultural patterns based upon the finest things we have to offer---the humanistic quality of our traditional ways.

3. We desire to outfit all members of the Navajo society so that they can move confidently in any society, socially, economically, and politically.

4. We desire to develop persons with a strong self-image, persons who are tolerant and respectful of others, and persons who will be self-sufficient.

5. We want the school to be responsive to the needs of the individual student and his family. The school should meet the entire realm of human needs, mental, social, and physical.

6. We want the school to become an institution which will lead the way in strengthening the entire range of human resources in this area.

7. We want this school to take leadership in American Indian secondary education, for this school is owned and operated by the Navajos, a first of its kind, helping Navajos to develop a prototype for other Indians who desire to found their own schools.

8. We want to surpass 'traditional' Anglo American schooling, by instilling a spirit of excellence in all our endeavors.

9. We want to achieve all these ends by creating an atmosphere which is conducive to learning, through innovative educational practices, so that we can attain as rapidly as possible, the dreams of Ramah people to lead in creating a new and great Navajo society.

During the course of the 1971-72 school year these objectives (goals) were examined repeatedly by the Board along with the Director and his staff with a critical eye toward determining their continuing validity for the Ramah Navajo community. It became apparent, as they sought more specific guidance for program planning, that these nine goals needed something more. While the philosophical and ideological basis expressed in them was in no way to be rejected, a more explicit set of objectives was felt to be necessary on which to undertake the upcoming academic year; objectives which would contain criteria for measuring the progress toward attainment of the original broad objectives in terms of performance of the students themselves. The seven objectives are as follows: (For School Year 1972-73)

1. RNHS will enroll and educate 196 students from the Ramah and Fence Lake Chapter area.
2. RNHS will gear itself to raising the level of these students in the basic courses of math, reading, and communication, to (by?) at least one year, on the average.
3. RNHS will continue to develop Native American studies with heavy emphasis on Navajo. There will be two bilingual (Navajo) courses in English, math, etc. There will be six courses in Navajo and American Indian studies. Native American artists, artisans, historians, and guest lecturers will provide heavy input, along with class field trips to Navajo historical points.

4. RNHS will continue to develop counseling and guidance programs which will meet the affective needs of students, with the hope of initiating school mental health services, the second term of next year.
5. RNHS will improve the attendance of students by 33% by the end of that school term.
6. RNHS will continue to improve the parental involvement and participation through parent advisory committees, student-faculty-parent initiated events, e.g. screening committee on personnel applicants. They will increase their activities by 30%.
7. Social development will continue to be improved (and measured) through student involvement in class sponsored events, clubs, committees, and social activities. This will be increased by 25%. They are already much involved.

This more recent set of program objectives is considerably more specific than the first. It is recognized by the Director and the board that much work needs to be done in developing sets of objectives that will be useful in constantly improving all aspects of their program, and a number of avenues are presently being investigated toward continuous updating of objectives.

The team inquired whether a comprehensive needs assessment was conducted in the entire community to determine program priorities. A comprehensive needs assessment was defined by the chairman as the process of

ascertaining potential educational goals or objectives, in terms of student post-instruction performance; deciding which of those goals and objectives are of highest priority; and determining how well or how poorly the existing educational program is meeting those goals and objectives. On the basis of this discrepancy information an identification of critical educational needs can be made, and programs designed that will more nearly meet those needs. The board and director responded that undertaking a formal educational needs assessment has not been possible to date for a number of reasons among which are the following:

1. The Navajo community is spread over a wide geographic area with few paved access and egress roads, and few, if any telephones or other communications equipment.
2. Few Navajo adults in the Ramah surroundings speak English as their language of preference in daily communication.
3. Few Navajo adults are literate in either Navajo or English, minimizing the possibility for effective use of most data gathering instruments (e.g. questionnaires)
4. There has been no opportunity historically, for the Navajo people to learn about formal education, or how to think about such concepts as curriculum, or the appropriateness of educational objectives. These matters have always been the responsibility of non-Indians, and the Navajo people were willing to leave things that way.

5. For these and other reasons it has been extremely difficult to conduct a comprehensive needs assessment in the Ramah Navajo Community. As a result, the school board is viewed as representative of the communities wishes, and it reports regularly to the tribal council. Considerable attention is focused on the critical need to communicate with the Navajo adult community about education, in order that increased understanding and participation may be brought about. Toward this end a number of approaches are being used to provide basic educational orientation to the community, one of the most promising of which is a recently established Navajo language radio station, operated by the school.

Recommendation: As wider and more detailed information is imparted to the whole community on curriculum and other school matters, considerable help can be obtained from the community in determining program priorities. A continuing strong effort should be made in this area. It is obvious, as we read the statements of objectives generated to date, that the students who will be enrolled in the Ramah Navajo High School will be expected by the community to undertake leadership responsibilities, including further educational achievement for the professions, etc. Objectives do not remain static, however, and it will be necessary to continually increase the extent to which the community expresses needs in educational programs. This seems clearly to have been a focus of attention on the part of the board and the director to date, and a great deal has been accomplished in a relatively short time.

II. Administration:

A. The Ramah Navajo School Board.

1. Internal organization.

The board operates under a set of bylaws which is considered adequate to its needs, and which was thought to be sufficiently comprehensive by the evaluation team. With a membership of five, the responsibility and authority of the board as the chief governing body for the Ramah Navajo High School is clearly established, and the organizational structure of the board is spelled out in detail.

2. Decision-making responsibilities and authority:

Sufficiently comprehensive as noted above. Initially, however, the situation was not so clear in establishing the board as the chief governing body and maker of all policies: That earlier position assigned most policy functions to the director.

3. Relationship to the community:

All members of the Ramah Chapter of the Navajo Tribe are considered voting members of the School Board Corporation. The elected trustees report regularly to the Tribal Council.

It is reasonable to assume that the board of trustees does indeed represent the community.

4. Clarity of relationship to the school administration.

Chapter 4 of the bylaws of the corporation defines the position of the Program Director as the chief administrative officer whose responsibility it is to supervise the day-to-day activities of the Corporation in accordance with the policies established by the board. His duties and authority are clearly detailed, and the relationship between board and Director appears to be clearly understood.

B. The Administration as school and program management for the board.

1. At the present time there is an assistant Director who acts for the Director in his absence. In addition, there is a Director of Learning, whose role is basically that of High School Principal, as well as a director of special services. (e.g. buses, etc.)

2. In addition to these mid-level administrators there are several directors of specially funded programs. At this point the need for clarification of organizational structure becomes evident, since the several administrative roles are not clearly understood, nor are discrets and non-overlapping, which they must be if programs are to operate smoothly. There is a critical need for clarification of staff and line relationships so that communications lines may be spelled out and responsibility and authority specified and understood.

3. Essential to the success of the formal organizational structure (usually developed in chart form) is the preparation of detailed job descriptions for all employees. Appropriate job descriptions will make the reporting pattern explicit in all cases. It is essential that basic personnel policies be established, and that no confusion exist in terms of line and staff relationships. Efforts have been made to prepare the descriptions, and pers. policies but much needs to be done to make them more adequate and to continually up-date them.

4. General administrative policies.

There is at present a handbook of administrative policies available for the new employee or for purposes of guiding administrative decision-making. The development of the wide range of policies needed in the administration of any formal organization takes a great deal of time, and requires much effort on the part of all concerned. Once developed, however, the job of administration is made so much more pleasant and clear that this task should be assigned high priority.

Recommendations:

The Director, Mr. Plummer, will be assisted by Dr. Streiff in developing an appropriate organizational structure as soon as Mr. Plummer returns from a two-week summer workshop. Together they will work out staff and line functions, relationships, communications, and the basic format for updating job descriptions.

III. Staffing

Staffing during the first year of the Ramah Navajo High School depended to quite a large extent on personnel who heard of the project as a bold new venture in social change and wished to be a part of such an endeavor. In most cases the people employed to staff the

High School were not certified by the state of New Mexico, nor had they had any training or preparation in the field of education. While this is less true of the 1971-72 school year the board and director are aware that quite a sizeable number of staff members are still not certified. The board is very desirous of employing certified teachers, not because they feel confident that 100% of them would be outstanding educators, but rather that the percentage probability for obtaining well qualified personnel will greatly increase. The school is accredited. Library deficiency is being corrected.

The Ramah School Board is pushing to secure certification for their present staff members, both professional and paraprofessional, and to this end a variety of plans is being implemented for in-service training toward upgrading of the staff. It is important to note here that the considerable isolation of the Ramah community from any metropolitan sized communities is a factor in being able to attract and hold good staff members. Compounding the isolation is a critical lack of adequate housing for the school staff. A number of avenues are being investigated in an attempt to solve the housing problem, including several federal sources, and it is hoped that a number of large mobile homes will be obtained from the Bureau of Indian Affairs and installed prior to the beginning of the upcoming school year. At the same time, concerning upgrading of staff, the University of Massachusettes will offer several courses at Ramah for regular staff and for tutor-counselors (teacher aides). The University of Albuquerque

and Ganado College are also offering programs to help promote certification of both professional and paraprofessional staff. It is fair to say that in the matter of seeking to hire a highly qualified staff the Navajo School Board and Program Director are sparing no amount of effort, and the results of those efforts are already being seen. In fairness too to the efforts of those people who have served on the faculty to date it must be said that some outstanding contributions have been made by people who, unfortunately, will be pursuing careers other than education.

VI. Student Data

Ramah Navajo High School is open to any person of high school age who lives in the Ramah area. At present it is reported that 99% of the student body is Navajo. The 1971-72 enrollment numbered 143, and an enrollment of 195 is projected for school year 1972-73.

Several forms are used in the recording of student information by the administration of Ramah Navajo High School. Among these forms are a single page statement of vital statistics; an individual program schedule form; a cumulative record of courses for the year by semester; and a standard permanent record form.

Average daily attendance is recorded in accordance with prescribed procedure for the State of New Mexico. Attendance and credit attainment toward graduation are also in keeping with state accreditation requirements, although the opinion was expressed that there is room for improvement in the actual attendance reporting system. This may require primarily administrative action.

Data available on Ramah graduates of the first two years of operation reveal that, of 13 seniors who graduated in 1971, 12 applied to and were accepted by some post-secondary institution either a college or university or a vocational training institution. Of those 12, 6 were still enrolled in May of 1972, while 5 others were employed. Three of those five plan to re-enroll in college in the fall of 1972.

A class of 17 seniors graduated in May, 1972. Of those, 15 applied for admission to post-secondary educational institutions, and by the end of April 11 of those who applied had been accepted for fall enrollment.

Comment:

In light of the projected enrollment of 195 it should be possible to increase the number of seniors graduating from RNHS quite dramatically in the next few years. The rationale under which the school was established, and under which it operates, specifies greater "holding power" through more relevant curricula, among other factors. This increase might be projected in the statement of overall objectives for the school.

V. Program Data

For its first year of operation, school year 1970-71 the curriculum at Ramah Navajo High School consisted of ten subject areas: Science, mathematics, English, Navajo Culture, Social science, business, arts and crafts, foreign language (Spanish), vocational skills, and physical development.

The curriculum plan specified that student performance objectives would be developed for each subject area, and that these objectives and criteria for their attainment would constitute the basis on which the individual student would be evaluated. It should be noted that the planners took into account the demanding nature of the task of developing performance objectives and specified that these would be obtained from the extant collections of the Instructional Objectives Exchange (IOX). IOX, directed by Professor W. James Popham of UCLA, is one of several sources from which sequences of objectives and performance criteria are now available. The selection and adaptation of instructional objectives in this manner, to be consistent with the broad goals established by the community through the school board, is in keeping with the best of current curriculum approaches. It is essential, however, that continuing effort be exerted to evaluate, update, and upgrade content area objectives so that staff, students, and community may be fully aware of their relevance to long-range goals. To accomplish this curriculum focus and provide essential coordination it is suggested that the position of Director of Instruction be one which primarily provides curriculum expertise to guide and assist in these essential tasks, with other day to day administrative chores of lesser priority possibly assigned elsewhere wherever feasible. Curriculum making is a technically difficult and complex job, but it is the name of the game in any educational endeavor.

In several content areas, most notably those of Navajo language and culture, and the social sciences, performance objectives had to be developed locally before instruction could begin. The pioneering and unique aspects of Ramah Navajo High School place a special school-wide emphasis on these subjects, but the specification of performance objectives in them is most difficult for several reasons. In the case of linguistic objectives, proficiency criteria have not really been developed even for English, and the rather limited development of Navajo linguistics (including agreement on orthography) emphasizes the magnitude of the job. A great deal of very scarce expertise is needed here. To date much of what has been included as content in language programs has been cultural rather than linguistic, and there is considerable difference of opinion, it seems, between parents, students, and staff concerning purposes and objectives. The nature of cultural objectives, including those which overlap into the realms of self-image and identity of the individual, places them principally in the affective domain. Feelings, attitudes, and motivations, some of the components of the affective domain, are considerably more difficult to pin down than are objectives in the cognitive, or knowlege domain. A great deal of effort and expertise must be brought to bear on the task of clearer specification of affective objectives. A team of evaluators from the University of New Mexico, in an evaluation of the Bilingual Education Program at RNHS established under Title VII during the past school year, had this to say on the matter:

"The bilingual staff must at this juncture address the difficult question of whether Ramah students can and should be motivated to learn Navajo language and culture. They must also consider what cultural and linguistic objectives are desirable and feasible in terms of all parties involved."

(Cooper, 1972)

Once linguistic and cultural objectives are agreed upon it is essential that criteria be developed to accompany each one; first for individual diagnostic purposes and then for measurement of learning outcomes.

The Director and School Board of RNHS are keenly aware of the need for curriculum expertise toward continually improved program planning. They have been seeking to employ a director of instruction whose experience and training reflect strong and current competencies in curriculum. In addition, the director has consulted with BIA personnel in the Indian Education Resources Center, Albuquerque, toward development of the curriculum aspect for RNHS. Probably of greatest significance in bringing about productive effort in the schools programs is the need, expressed also in the evaluation cited above, to clarify the organizational structure for the school. Staff and line relationships, authority and responsibility, have not been clear in the operation to date. The director has developed a strong, new organizational design, which will be presented to the board shortly for approval. If it is adopted it should make possible a greatly strengthened curriculum focus, among other administrative benefits.

A comprehensive educational program must include adequate provision for development of psycho-motor skills. Some classroom courses involve development of such skills; for example some of the vocational training programs, and programs in the performing or creative arts. Many of these skills, however, are developed through programs in health, recreation, and physical development, and usually center aroung individual or team sports, either intramural or interscholastic. In its brief history Ramah has undertaken health, physical development and athletics programs as integral curriculum components, but until such time as improved facilities become available these will not have a fair chance to develop fully.

Inseparable from questions of program are those of staff and physical facilities. Staffing patterns, already discussed above, must of course bring to Ramah the competencies needed to design and implement instructional programs through which objectives are to be attained. In most subject areas in most schools it is safe to say that the course outline represents an ideal; a preference. This is true also at Ramah, and many scarce competencies will be necessary in attempting to more nearly approach those ideal course offerings.

The matter of physical facilities will be dealt with in the next section.

VI. The Facility

Central to the effective implementation of any educational program is the adequacy of the physical plant in which it is be housed. The buildings, classrooms, support and service facilities, and facilities for out of class activities will greatly effect the success of the program.

Ramah has operated to date in the school plant which served the community of Ramah until 1968, when the state of New Mexico closed it. The Ramah Navajo Community brought suit to have the school reopened, since it was the only facility locally available to Navajo high school age youths. The suit failed, whereupon the Navajo people established and incorporated the Ramah Navajo School Board (RNSB) through which they hoped to organize and establish their own high school. Funding was obtained through the Bureau of Indian Affairs, and the RNSB negotiated the leasing of the public school plant from the Ramah Water and Sewage Association. Food services are provided by the Bureau of Indian Affairs in the dining room of the BIA dormitory adjacent to the school facility. The dormitory itself continues to be operated by the BIA for Navajo students as was the case when the school was operated by the non-Indian Community.

The Ramah Navajo School Board is confident that it will be able to obtain Federal funding with which to build their own new school complex some distance from the town itself on Navajo land. They are optimistic that this can be accomplished by 1974-75. For the present, while the physical plant made possible the opening and operating of a

is most inadequate. Buildings are deteriorated, maintenance is extremely difficult and costly, repairs are very expensive even to be able to continue to occupy them. It seems safe to speculate that a great many program improvements would almost surely result just from the availability of an adequate plant.

The evaluation team had the opportunity to eat in the dining room with the students, and found the food to be excellent in quantity and quality. The room itself was pleasantly appointed, and the atmosphere cheerful and friendly.

Transportation for Ramah students is provided by an assortment of vehicle sizes, from large buses to smaller van-type vehicles used to pick up smaller numbers in remote areas. It was pointed out that a garage facility for storage, maintenance, and repair is badly needed. These functions are at present carried out almost entirely in the open; a difficult operation under the best of weather conditions, but most trying during most of the year.

VII. Community Support and Involvement

A short information bulletin on Ramah Navajo High School, recently prepared and distributed by the school board, lists the following:

In addition to a regular school program, there are also the following services:

1) community-school relations: two workers visit with Navajo parents about student problems and school issues in an attempt to involve the community with the school.

2) an educational-community radio station, KTDB, with Navajo bilingual programs: the radio station was dedicated, April 29, 1972, and is located near the Ramah Navajo Chapter. This another Navajo Tribal "first".

3) a bilingual project (financed by Title VII) to produce a Navajo curriculum and educational materials. They also conduct a bilingual, oral Navajo-English class with the 7th graders.

4) bussing services to all Navajo children who attend the Ramah Navajo High School and the New Mexico public elementary school.

5) Title I - during the school year 1971-72, Title I funds paid the salary of five native residents to learn and perform tutoring-counseling duties. More emphasis will be placed on inservice and college training during the summer and the next school year. Eventually each of them will earn teaching degrees and New Mexico certificates while teaching at RNHS. Native artisans and contemporary Navajo artists were guest teachers during the second semester. Next year, Title I will be spent to develop a reading program for all Ramah Navajo students.

6) a Parent Advisory Committee is made up of seven Navajo parents and were organized by Title VII staff to provide input to school planning and programming.

7) an 8 week Work-Study project was initiated in 1971-1972 for 17 seniors. Students were placed at the following institutions, the Navajo Tribal Museum, Window Rock, Project Hope (Ganado), the Navajo Times (Window Rock), the University of New Mexico Computer Center (Albuquerque), Camp Courage (Coyote Springs), the Gallup Public Library, the Model Urban Indian Project, the Gallup Public Health Services, R.C. Gorman's Navajo Gallery, the McKinley County Probation Office, the College of Ganado, and DNA and Dine Bahaani (Chinle) (sponsored by the Elliot Foundation, New York City).

8) a G.E.D. program for several adult RNHS students.

9) summer school in 1970, 1971, and 1972 for Ramah students (funded by the Elliot Foundation and the Zale Foundation).

10) an NYC student work program (sponsored by ONEO).

11) off-set printing has been initiated during the second semester and will be expanded to a student-printing club next school year.

SOME ADDITIONAL PLANS FOR NEXT SCHOOL YEAR FOR THE RAMAH RESIDENTS:

1) it is hoped that mental health services will begin on a consultation basis, to work with any resident of the area who desires their services.

2) an expanded physical education program.

3) a reading program (Title I).

4) a multi-media center which will provide educational resource materials to students, faculty, and the community (Title VII).

5) an environmental education program.

6) a magazine to be developed by RNHS students (to be sponsored by a Washington, D.C. program, IDEAS, Inc. beginning this summer).

7) the continuation of follow-up services for the RNHS graduating classes in conjunction with universities, colleges, vocational programs, and scholarship services.

The overall objective of RNHS, as an educational institution is to provide leadership in educating the entire Navajo community, through the high school, through radio, and a variety of tribal and national programs as previously outlined. One major objective is to develop local persons to become teachers, administrators, and to develop a new economic base for many residents of the Chapter.

VIII. Conclusions

The Ramah Navajo School Board and the Ramah Navajo High School have made impressive progress toward their objectives. This progress is observable in many aspects of the community and school, but most significant is the fact that together the Board and school administration are making rational and informed decisions toward systematically improving the educational programs for Ramah youth. They have established a pattern of seeking all relevant information in a decision area under consideration, then selecting a course from the alternatives revealed after weighing them carefully. They have acknowledged and accepted earlier deficiencies and even tactical mistakes, and have forged ahead in a strong and positive manner, becoming more confident and continuing to articulate their objectives in ever more productive terms.

In summary, progress can be cited in the following major areas:

1. A new organizational structure has been designed by the Director, and approved by the board, which greatly clarifies administrative responsibility and authority. As programs were added in the past, the staff and line relationships with other programs and the top management itself has not been clear. Many problems resulting from such lack of clarity should now no longer exist. In addition, the administrative responsibility for internal versus external affairs will be clarified and separated.

This distinction and separation should satisfy many potential questions from community and staff.

2. Efforts are being made by the Director and Board to secure assistance and staff expertise in systematic curriculum planning. These include, among others, emphasis on curriculum skills and training in the hiring of a Director of Instruction; awareness of possible assistance from the Indian Education Resources Center and Institutions of higher education: and continuing use of the content area objectives available from the Instructional Objectives Exchange. In combination these should serve to raise the curriculum competencies of the entire staff and provide for continued assessment and upgrading of objectives.

3. Progress is being made on the problem of staff housing, a key to attracting and holding qualified personnel. Negotiations are under way to obtain modular units on a lease-purchase plan in time for the 1972-73 school year. Possible avenues are being investigated toward the building of permanent housing in the area.

4. Encouraging progress has been made toward the building of a new plant on a permanent school site. While much work remains, it is reasonable to expect that the 1974-75 objective can be met.

5. Many important efforts are under way to increase individual competencies and qualifications of the staff toward full certification. Progress in this undertaking is most impressive.

6. The need to develop interest and understanding of educational matters on the part of a widely scattered population has received a great deal of attention by the Board and the school administration and staff. There is evidence cited earlier, that a great deal of progress has been made. The task of overcoming long-held feelings that school and education are not their concern is a most difficult one. The Navajo language radio station, which is part of the school operation, plays a most important role in this effort.

7. While the size of the Ramah Navajo High School graduating class has been relatively small these first two years, the post-high-school activities sought and entered into by those graduates are impressive. There is reason to believe that the size of the graduating class will progressively increase.

1. It is recommended that continuing evaluation assistance be provided by the Division of Evaluation and Program

Review as requested by the Ramah Navajo School Board and Director: That this assistance be provided in the form of at least two general visitations during the 1972-73 school year in addition to the evaluation required by the contract with the BIA. This assistance should be formative in nature, with the additional possibility of providing technical aid for evaluation of specific programs or projects.

2. It is further suggested, in view of the generally impressive management of the project, and the progress thus far toward established goals, that Ramah Navajo High School be given a solid vote of confidence and support.

Appendixes:

a. Ramah Navajo High School

b. Bylaws of RNSB, Inc.

c. Evaluation of the Bilingual Education Program
(you may not have these)

d. Ramah '72